

# LESSON PLAN: FOOTBALL: YEAR 6: WEEK 3

**LESSON OBJECTIVE:** To learn how to pass with control over a variety of different distances.

## WARM UP (10 MINS)

In groups of 3-4, place two cones 10m apart per group. Players one at a time dribble with the ball out to the cone perform a turn that they learnt the previous week and then dribble back to the next person. The first two goes through the pupils dribble at a slow pace and perform stretches whilst waiting, holding each stretch for 8-10 seconds. When warmed up make it a race so it becomes more competitive.

## MAIN LESSON (20 MINS)

Working in groups of 8, one player is a target player without the ball, the other 7 have a ball and is in a semi-circle around the target player at different distances. In order, around the semi-circle they play the ball into the target player who passes the ball back to them and the target man moves onto the next player until they reach the end and then swap with one of the other players.

**Develop:** Reduce the number of balls to just one so that the target player needs to manoeuvre the ball to the next person in the semi circle.

## GAME/COMPETITION (15 MINS)

Keep the ball in a 20m/20m area. Two teams have to attempt to keep the ball for long periods of time by passing the ball to each other. Start off with if a team make 5 passes this equals a goal. If this is successful move onto 10 passes for a goal.

## EQUIPMENT

- Cones
- Footballs
- Bibs
- Whistle
- Tape measure

## KEYWORDS

- Control
- Accuracy
- Power

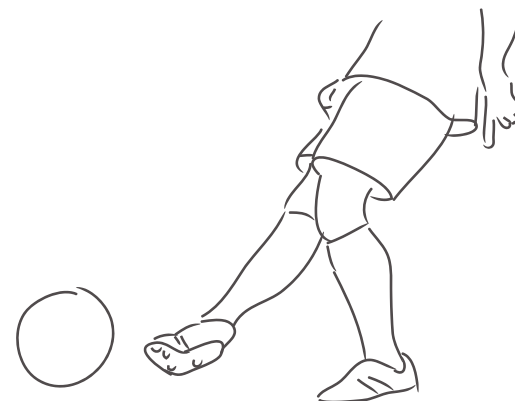
## DIFFERENTIATION

### LESS ABLE

- Allow numerous touches to get set.
- Make the distance of pass a bit shorter.

### MORE ABLE

- Restrict players to two touches, one for control one to pass.
- Increase the distance of pass.
- Try to use the weaker foot.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform the passing skills to a high ability?
	7	Can they perform the passing skills with a certain degree of control?
	6	Can they perform some of the passing skills, with very little control?
Tactics, Rules & Teamwork	8	Works with their partner & demonstrates knowledge & understanding of the task.
	7	Can work with a partner and understands the task.
	6	Starts communicating with their partner.
Show & Link	8	Can they link: passing the ball at speed, with both feet, accurately?
	7	Can they show and link: passing the ball accurately?
	6	Show they can pass the ball.
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness & Health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.